DOCUMENT RESUME

ED 180 960 SP 015 177

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TITLE	The Murray State University Professional Materials System: The Concept of Flexible Support for Responsive Inservice Education. Occasional Paper Series No. 9.
INSTITUTION	Murray State Univ., Ky.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	17 Jun 77
NOTE	21p.; Prepared by the College of Human Development and Learning
AVAILABLE FROM	Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, Ky. 42071 ($0.50)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Filing; *Information Dissemination; *Information Storage; *Information Systems; Inservice Teacher Education; *Resource Materials; Talent Identification

ABSTRACT

Instructions are given for providing input into an information system on professional materials developed as a reference base to be used by those interested in the Talent Development Project of the Murray State University Teacher Corps. Included are instructions for labeling materials to be put into the system, instructions for filling out index cards for the Rolodex file, selected ideas to facilitate the use of the system, and a referral form used to recommend new materials to be filed. A list and description is provided of category materials to be cataloged. An overview of the actual filing system is included. A representative sample of materials actually cataloged into the system is presented. (JD)

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Murray State University / Hopkinsville Middle School Teacher Corps Project

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Spring 1977

The Murray State University Professional Materials System

The concept of flexible support for responsive in-service education

SP015177

THE MURRAY STATE UNIVERSITY PROFESSIONAL MATERIALS SYSTEM/THE CONCEPT OF FLEXIBLE SUPPORT FOR RESPONSIVE INSERVICE EDUCATION

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Murray State University Teacher Corps Project
Occasional Paper Series
No. 9

Murray State University
Murray, Kentucky 42071

June 17, 1977

LL150177

This publication is part of a series of occasional papers and books written by Teacher Corps staff members and teachers in an attempt to share some of the experiences gained in the Tenth Cycle Murray State University/Hopkinsville Middle School Teacher Corps Project during the 1975-77 school year. Below is a listing of titles of the total series. Copies are available upon request from the Teacher Corps Project Director, Murray State University, Murray, Ky., 42071.

Titles	Cost
1. Identifying and Maximizing Unique Talents of Children--The Murray State University/Hopkinsville Middle School Teacher Corps Design (14 pages)	$ .50
2. Parents' Guide...To Maximizing Your Child's Talents (17 pages)	.50
3. Every Child Is Gifted...A Resource Guide to Multi-Talent Activities for Teachers Based Upon Experience With Middle School Students (190 pages)	5.00
4. A Responsive Inservice Graduate Education Model (49 pages)	.50
5. Beyond Field-Based Teacher Education: The Concept of Responsive Inservice Education (16 pages)	.50
6. The Steering Committee: Its Role and Function in the Murray State University/Hopkinsville Middle School Responsive Inservice Education Program (11 pages)	.50
7. Perspectives on Development in the Overall Process of Demonstration (19 pages)	.50
8. An Exploration In Management and Demonstration/The Murray State University Management by Objectives and Demonstration System (30 pages)	.50
9. The Murray State University Professional Materials System/ The Concept of Flexible Support for Responsive Inservice Education (15 pages)	.50
10. PIE Cycles - Planning-Implementing-Evaluation Format for Teacher Change and Public School Renewal (Includes Experiential Teacher Units and Management Systems for Maximizing Students' Talents - 240 pages)	5.00

Filmstrip Series with Cassettes ($3.00 Rental Fee for each Filmstrip)

1. Multi-Talent/Gifted Education: What It Is and How It Works
2. The Multi-Talent Resource Center at Hopkinsville Middle School
3. Cross-Age Tutoring
4. Too Little Room...Not Enough Material...And A Whole Lot of Students: A Way of Individualizing 7th Grade Science
5. The Learning Center and Multi-Talents in Social Studies: We've Come A Long Way
6. Teaming In Social Studies in Talent Education
7. The First Time I Ever Won Anything: Reading Improvement
8. Welcome To The Art Studio

HISTORY AND EXPLANATION OF THE PROFESSIONAL MATERIALS SYSTEM

Among the many different approaches tried in recent years to attract certified teachers to graduate work, few have more potential for teachers and universities than field-referenced inservice education. In this approach, university professors and specialists go directly into the field and discuss the school's individual problems with teachers, principals, and administrators. From these discussions, flexible course outlines and activities are designed.

Murray State University Teacher Corps Project developed this idea of field-referenced inservice education, but soon found that the problems involved demanded special resources including a way to organize the rapidly growing collection of materials and gather others in order that the basic designs and working knowledge of the Project be easily communicable. As a result of the need for some kind of organizational system, the Professional Materials System was conceived as a reference base to be used in acquainting interested persons with the Talent Development areas being developed by the Project and in augmenting the training and information had by those people already in the Project.

The Materials System was organized around two sets of ideas, (1) materials dealing with the basic ideas of Multi-Talent Teaching as formulated by Calvin Taylor, and (2) materials dealing with the whole process of individualized instructional planning, management, teaching, and evaluation, and was developed to meet the following criteria:

1. Duplication of the system so that it would be easily accessible to University personnel and the faculty at the demonstration school site.
2. Contain short, on-target, reputable materials dealing with teacher-relevant problems and concerns.

3. Be completely open-ended so that favorite materials from the people involved could be added and the system would grow and the ideas deepen with the growth of the Project.

The initial development of and work on the System was done by persons already employed by the MSU Project under the direction of the Program Development Specialist. It soon became apparent, however, that the task was too big to be handled in conjunction with other assignments. This led to the hiring of a full time employee who was to be solely concerned with the continued development and partial completion of the Professional Materials System.

The work of this employee expanded into the role of the Materials Development Specialist. This person was not only connected with the Professional Materials System, but using his background in education and the resources of the university and community, worked closely with the university faculty and individual teachers, responding personally to their inquiries and requests for help.

Often the Materials Development Specialist would search out a variety of information, materials, and teaching models that would prove helpful to an indivudual teacher's problem. This could often be done through the Professional Materials System. Once the materials and information had been gathered, the Materials Development Specialist could begin to organize these materials into a lesson plan, a model for a learning center or game that could easily be adapted by a teacher to fit his particular needs. Thus, the potential resources of the Professional Materials System could become tangible, workable assets.

The System has been modified as it has grown, but even from the beginning, it was realized that to be useful as a teaching and resource tool, the System would have to be completely usable and easily understood by its potential users.

The System is therefore composed of two portable file boxes and a shelf of reference books. The file boxes contain the heart of the System, and the reference books provide additional support or access to more extensive collections of teaching ideas.

The first file box contains packets of materials, primarily short readings, dealing with basic ideas in the program and presenting exemplary teaching materials and techniques. The second box contains tapes, filmstrips, and games, as well as a collection of teaching ideas that may be used by teachers in their classrooms.

All of the materials in the System are cataloged and cross-referenced in the Rolodex file which lists all of the materials available at either the site school or university or both.

The following excerpts are taken directly out of the System or the introductory material pertaining to the System and exemplify the actual work done on the System.

OVERVIEW OF COMPONENTS OF PROFESSIONAL MATERIALS SYSTEM

Pages 5-8 are directions for cataloging used to instruct people unaquainted with the System and make the use of the System efficient and consistent. Included are instructions for labeling materials to be put into the System, instructions for filling out the index card for the Rolodex file, selected ideas to facilitate the use of the System, and a Referral Form used to recommend new materials to be filed.

Page 9 is a list and brief description of each of the categories. These descriptions were helpful in determining into which category materials should be cataloged. Page 10 is the actual Filing System overview including all the sub-categories and their identifying codes.

Pages 11-14 comprise a sample of materials actually cataloged into the System. This sample is representative of the manner in which all materials in the System are cataloged.

STEPS TO FOLLOW WHEN CATALOGING MATERIALS

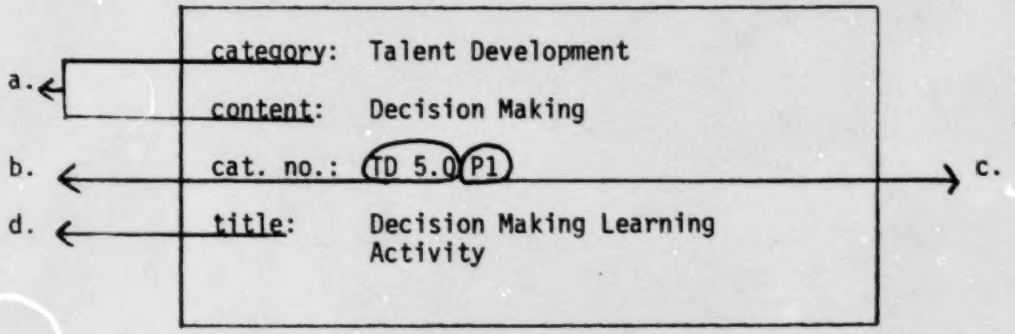
Step 1: Use the following form when filling out a 2x4 inch, self-adhesive label.

a. From the list and description of categories given on pages 9 and 10 of this booklet, determine which category and content area this material best fits under.

b. On these same pages, corresponding letters and numbers are listed beside each category title and subscript title. These letters and numbers form the beginning two thirds of the catalog number.

c. To determine the last third, decide whether the material to be cataloged is a packet, book, transparency, kit, etc. Assign the correct prefix, and number consecutively from the last number given under the corresponding section.

d. Use the same title listed on the material.



Step 2: Place the filled out label on the front of the cover that is to be used with the material.

Step 3: Print the assigned catalog number on the top right hand corner of the material itself. This is to assure that if the material is separated from its cover, the two can be matched up again by reference to the identical catalog numbers.

Step 4: Using the following form, fill out a Rolidex card.

a. This letter indicates the kind of material: packets, books, transparencies, maps, etc.

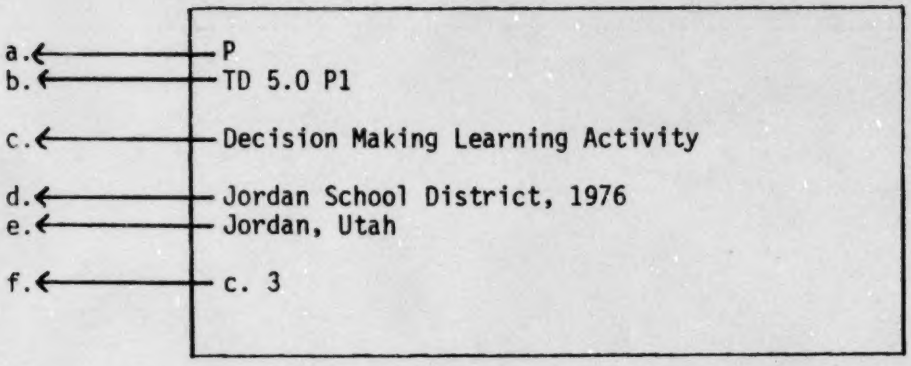
b. This number is the same catalog number listed on the cover label.

c. This title is the same title listed on the cover label.

d. This indicates the author and date of publication. (This material had no person listed as author.)

e. This indicates the publisher.

f. This number indicates the number of copies of the material available.



Step 5: Place the Rolidex card into the Rolidex file. Refer to the catalog number when deciding which section to file the card. Any time that there are more categories than numbers, arrange the cards alphabetically. For example, within the number TD 5.0, there will be a variety of different kinds of materials such as packets, articles, filmstrips, etc. These categories of materials are arranged chronologically by the order that they came into the system and not alphabetically by title. The number P1 in the catalog number TD 5.0 P1 indicates that this is the first packet to be cataloged into the section TD 5.0.

IDEAS TO REMEMBER

1. The Professional Materials System is a duplicate system. This means that the entire system should be duplicated at the Murray State University campus and at the participating schools. This means that:

   a. You should receive at least two copies of each item to be cataloged. One copy goes to the participating schools; one copy stays at Murray. All items should receive the same treatment so that the copies in the system are interchangeable.

   b. You must fill out two identical labels for the front covers of the materials.

   c. You must fill out two identical Rolidex cards. One copy is places directly into your Rolidex file. The other card is clipped to the material and sent to the participating schools to be kept in their system.

2. Do not catalog materials for which you receive insufficient information to do the job correctly. When problems arise, a Professional Materials Referral Form should be filled out. This way problems in cataloging can be referred to the Materials Development Specialist or Project Director.

3. Two master copies explaining the Murray State University Professional Materials System will be kept. One copy is to remain at Murray State at all times. The other is to be a "traveling copy" that can be taken to conventions, workshops, etc. whenever necessary.

4. Since the Professional Materials System is constantly adding new materials, a new master list of all materials will be made very six months. Copies of this list placed in the Murray State System and in the satellite systems kept at participating schools should be kept up to date.

MURRAY STATE UNIVERSITY/HOPKINSVILLE MIDDLE SCHOOL

PROFESSIONAL MATERIALS REFERRAL FORM

Name of Person Making Referral _____

Date of Referral _____

Is material in form to be placed directly into the system? Yes ___ No ___

If no, give specific directions for making materials ready (2 copies should be provided)

Title _____

Author _____

Date of Publication _____

Appropriate Category _____

Appropriate Content _____

Catalog Number Stem _____

Notes

THE MURRAY STATE UNIVERSITY/HOPKINSVILLE MIDDLE SCHOOL
INSTRUCTIONAL MATERIALS SYSTEM

LIST OF CATEGORIES

I. TD
Talent Development - Ideas and suggestions directly relating to the Talent Development theories proposed by Calvin Taylor and associates.

II. PT
Productive Thinking - A subsection of Talent Development relating to general thinking strategies, which cut across all of the Talent Development areas.

III. ID
Instructional Design - Ideas and suggestions relating to planning, objectives, and the general process of deciding what to do or how to procede in any situation.

IV. MS
Management Strategies - Ideas and suggestions relating to ways of orgainizing and keeping track of activities.

V. TS
Teaching Strategies - Ideas and suggestions relating to plans for interacting with students in the classroom situation.

VI. EV
Evaluation - Ideas and suggestions relating to the gathering of data about teaching processes and products.

VII. SMA
Subject Matter Areas - Ideas and suggestions that are clearly identified with some specific subject matter area, i.e. reading. Ideas not clearly identified with specific subject matter areas should be cataloged elsewhere.

VIII. TCP
Teacher Corps Project - Documents directly relating to the Murray State University/Hopkinsville Middle School Teacher Corps Project.

IX. MISC
Miscellaneous

X. RB
Reference Books - General education reference books for supplementary use.

CATEGORIES AND FILING SYSTEM FOR THE PROFESSIONAL MATERIALS SYSTEM

I. Talent Development
- TD 1.0 Creativity
- TD 1.1 Fluency
- TD 1.2 Flexibility
- TD 1.3 Originality

- TD 2.0 Planning
- TD 2.1 Elaboration
- TD 2.2 Sensitivity to problems

- TD 3.0 Communication
- TD 3.1 Expression fluency
- TD 3.2 Association fluency
- TD 3.3 Word fluency

- TD 4.0 Forecasting
- TD 4.1 Conceptual foresight
- TD 4.2 Penetration
- TD 4.3 Social awareness

- TD 5.0 Decision Making
- TD 5.1 Experimental evaluation
- TD 5.2 Logical evaluation
- TD 5.3 Judgement

- TD 6.0 Academic

II. Productive Thinking

- PT 1.0 Divergent Thinking
- PT 2.0 Convergent Thinking
- PT 3.0 Evaluative Thinking
- PT 4.0 General

III. Instructional Design

- ID 1.0 Objectives
- ID 1.1 Writing objectives
- ID 1.2 Implementing objectives

- ID 2.0 The Design Process
- ID 2.1 Selecting general goals and objectives
- ID 2.2 Teacher preparation

IV. Managemnt Stategies

- MS 1.0 Learning Centers
- MS 2.0 Individualization
- MS 3.0 Precision Teaching
- MS 4.0 Classroom Performance and Discipline Problems
- MS 5.0 Team Teaching

V. Teaching Strategies
- TS 1.0 Questioning Strategies
- TS 2.0 Group Dynamics Strategies
- TS 2.1 Team learning and circles of knowledge
- TS 2.2 Simulations and role playing
- TS 2.3 Brainstorming and case studies
- TS 2.4 Spheres of interest
- TS 4.0 Strategies of Emphasizing Student Learning Styles and Modes
- TS 5.0 Miller's Counseling Leads and Other Counseling Strategies
- TS 6.0 Inquiry Training Strategies
- TS 7.0 Concept Attainment Strategies
- TS 8.0 Jurisprudential Strategies

IV. Evaluation
- EV 1.0 Classroom Diagnosis
- EV 2.0 Diagnosing Individual Children
- EV 3.0 Interpreting Test Results
- EV 4.0 Basic Ideas in Evaluation and Testing
- EV 4.1 Record keeping
- EV 4.2 Conferencing

VII. Subject Matter Areas
- SMA 1.0 English
- SMA 2.0 Exceptional Children
- SMA 3.0 Exploratory Areas
- SMA 4.0 Mathematics
- SMA 6.0 Reading
- SMA 7.0 Science
- SMA 8.0 Social Studies
- SMA 9.0 General

CATEGORY NUMBER I CATEGORY TITLE TALENT DEVELOPMENT

PREFIX TD SUBSCRIPT NUMBER 1.0 SUBSCRIPT TITLE CREATIVITY

PACKETS

P1 Creating

P2 Recognizing and Assessing Creativity

P3 Art is a Many-Splendored Thing

P4 Comics for Fun and Profit

P5 Looking Behind the Name Tag

P6 Sense-sation and Titles

P7 The Creative Process

P8 Creativity: Unlocking Human Potential

P9 Teachers Stifle Children's Creativity

BOOKS

B147 Scamper: Games for Imagination Development

B151 Imagination Express: Saturday Subway Ride

B152 Developing Creativity in Children

B179 Highly Selected Creativity Writers and Papers

OTHER

RE/T-1 Working with Creatively Gifted Children

CATEGORY NUMBER I CATEGORY TITLE TALENT DEVELOPMENT

PREFIX TD SUBSCRIPT NUMBER 1.1 SUBSCRIPT TITLE FLUENCY

PACKETS	BOOKS	OTHER
P1 Discuss, Discover and Design		
P2 Create a Picture and Possibilities		

CATEGORY NUMBER I CATEGORY TITLE TALENT DEVELOPMENT

PREFIX TD SUBSCRIPT NUMBER 1.2 SUBSCRIPT TITLE FLEXIBILITY

PACKETS	BOOKS	OTHER
P1 Divergent Questioning Modes		
P2 Packaging--Classroom Ideas		
P3 Stretch--Using Familiar Objects in Unfamiliar Ways		

CATEGORY NUMBER I CATEGORY TITLE TALENT DEVELOPMENT

PREFIX TD SUBSCRIPT NUMBER 1.3 SUBSCRIPT TITLE ORIGINALITY

PACKETS	BOOKS	OTHER
P1 Let's Draw Cartoons		
P2 Sculpturing with Junk		
P3 The Great Picture Lift		
P4 Invent Something		
P5 Linda's Rewrite		

20-A

20-B

SUMMARY

The Murray State University Professional Materials System represents a first effort at developing support systems for the functioning of University faculties in a field-based situation. The aim of the Murray State University Teacher Corps Project, in part, is to mobilize the considerable resources of the University to help a school faculty implement significant new ways of teaching. This was indeed done as teachers used the facilities of the Professional Materials System to add depth and flexibility to their own knowledge and to their teaching methods.

It is felt that the system will provide the University Instructional faculty with a solid foundation to work with other schools who have come in contact with the Murray State University/Hopkinsville Middle School Teacher Corps Project and who hope to implement similar programs in their own situations.